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ABSTRACT

This study was conducted to: (1) obtain a first approximation reading of the role expectations and performance of administrators in the State Teacher Training Schools of Turkey; (2) explore the relationship between principals and teachers and ministry inspectors for role performance and expectations; and (3) conduct a comparative analysis of the role performance of principals in American and Turkish educational settings. An adapted form of the Leader Behavior Description Questionnaire, Form XII, was used to gather data from seventy-six principals, the teaching staffs, and fifty-two ministry inspectors. Findings are compared to those obtained in a study of Iowa elementary school principals and teachers. Multivariance and descriptive statistical procedures were employed to determine the nature of differences between members of the role-set. A statement of purpose and procedures opens the presentation of findings displayed in graph form. A summary of the findings at the end of the report is followed by a tabular presentation of data in the appendix. (Author/JH)

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ROLE EXPECTATIONS AND PERFORMANCE OF TURKISH SCHOOL PRINCIPALS -- EMPIRICAL FINDINGS AND COMPARATIVE IMPLICATIONS*

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The theoretical foundation for this study stems from concepts and hypotheses collectively identified as "role theory". The contributions of Getzels and Guba (1957), Foskett (1967), and Sarbin (1969) indicate that social behavior results from the interaction of individual needs and prescribed institutional role expectations in a social setting.

A basic premise of these theorists is that an individual's behavior is most effective when congruent with the expectations of relevant others in the social setting. The individual's ability to perceive and act according to expectations of relevant others (individuals -- collectives -- institutions) determines, in part, convincing, proper, and appropriate job performance.

Several research studies have explored the relationships between role performance and role expectations in educational leadership settings. For example, Halpin's (1955, 1956, 1966) research indicated that there are different leadership ideologies and styles of leadership behavior for different social settings. Also, that the leadership ideology which role incumbent and relevant others held for the position of school superintendent, was essentially the same. Sweitzer (1963) explored the relationship between role expectations for elementary and secondary school principals as viewed by secondary principals, elementary principals, superintendents, elementary teachers, and secondary teachers. The findings revealed the existence of similar leadership ideologies

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between relevant others for the roles of secondary and elementary principals.

The investigation of leadership behavior has a long history, but the exploration of the relationships between role expectation and role performance of educational leaders in complex organizations is relatively new and incomplete.

A review of the literature indicates that most of the leadership research in complex organizations has been conducted in the United States by business oriented researchers -- focusing primarily on small group leadership dynamics within the organization. No comparative studies exist which contrast the role performance of similar educational leadership role incumbents (school principals) nested in different cultures.

Purpose

This study was conducted to obtain a first approximation reading of the role expectations and performance of administrators in the State Teacher Training Schools of Turkey. A second purpose was to explore the relationship between relevant others (teachers, ministry inspectors) and the principals themselves for role performance and expectations. A third purpose was to conduct a comparative analysis of the role performance of principals in American and Turkish educational settings.

The purposes of the study were realized by posing several research questions:

1. What are the role expectations for Turkish Teacher Training School Principals (TTTSP) with respect to selected dimensions of leadership behavior as viewed by teachers, ministry inspectors, and the principals?
2. What is the relationship between role expectation and performance of Turkish Teacher Training School Principals (TTTSP) with respect to selected dimensions of leadership behavior as viewed by teachers and the principals?

3. What is the level and pattern of consensus (with teachers, inspectors, and principals) for role expectations and role performance of Turkish principals with respect to selected dimensions of leadership behavior?
4. What similarities and/or differences exist between role performance of Turkish Teacher Training principals and Iowa Elementary principals with respect to selected dimensions of leadership behavior as viewed by teachers and principals?
5. What similarities and/or differences exist between the level and pattern of consensus for role performance of Iowa and Turkish principals with respect to selected dimensions of leadership behavior as viewed by teachers and principals?

Procedures

The Instruments

The instrument used in this study consisted of six subscales from Stogdill's (1963) LBDQ-XII (Leader Behavior Description Questionnaire -- Form XII). The subscales may be briefly defined as:

Consideration -- regards the comfort, well-being, status and contributions of followers (10 items).

Initiation of Structure -- clearly defines own role, and lets followers know what is expected (10 items).

Tolerance of Uncertainty -- is able to tolerate uncertainty and postponement without anxiety or upset (10 items).

Role Assumption -- actively exercises the leadership role rather than surrendering leadership to others (10 items).

Superior Orientation -- maintains cordial relations with superiors; has influence with them; is striving for higher status (10 items).

In the original form of the LBDQ-XII the general frame of reference employed is "group-supervisor". Accordingly the LBDQ-XII was adapted for the school setting by changing "group" to "faculty or teachers", and "supervisor" to "principal" wherever they appeared in the LBDQ-XII items.

In the original LBDQ-XII subjects are requested to select the response which best describes the frequency of behavior contained in the item with respect to the leader being described. This five-point scale is: (5) Always, (4) Often, (3) Occasionally, (2) Seldom, (1) Never. It was felt that the "Always" and "Never" categories might not be operative with a group of individuals who have had considerable exposure to testing instruments. Accordingly, the "Always" and "Never" categories were changed to "Very Frequently" and "Very Rarely".

Since the six LBDQ-XII subscales were to be utilized to obtain role performance descriptions from teachers and principals in Iowa and Turkey, four parallel forms were adapted. Two instruments were Turkish translations -- principal form and teacher form. Two instruments were for Iowa elementary schools -- principal and teacher forms. The principal forms involved changing the "person" of each item so that a "self-description" could be obtained.

In order to obtain role expectations descriptions for principals, teachers, and ministry inspectors in Turkey, two parallel normative forms (should, ought) were adapted. One was for teachers and ministry inspectors, and the other was for the principals themselves.

In summary, six parallel forms of the instrument were used -- four focusing on role performance as viewed by teachers and principals in Iowa and Turkey and two focusing on role expectations as viewed by teachers, principals, and ministry inspectors in Turkey.

Selection of the Samples

Iowa: (Data collected during the winter of 1970)

The Iowa population was delimited to large district elementary schools with a staff size of eight or more, in which the principal and teachers served for a minimum of one year prior to responding to the instrument, in part, to provide some control over extraneous factors. A second reason for the delimitations was the nature of the instruments and the assumption that in order to provide accurate descriptions of "others " behavior, an appropriate time interval was necessary.

The population of interest was determined by listing all of those elementary schools in the largest twenty districts which met the criteria for inclusion. The total number of elementary schools was 318 of which 228 met the criteria for inclusion. The 228 elementary schools were each assigned a unique number, and a table of random numbers was employed to randomly sample out 78 schools; the remaining 150 schools, therefore, became the sample.

Of the 150 sample schools, 37 requested exclusion from the study which reduced the sample size to 113 schools.

In order to include an elementary school in the analysis, four or more usable teacher returns had to be received. Following this criterion, ninety-nine (99) of one hundred and thirteen (113) schools qualified for inclusion in the data analysis. Thus, eight-eight (88%) percent of schools receiving instruments were included in the data analysis. The average number of usable teacher returns was slightly over seven (7) per school.

Turkey: (Data collected during the winter of 1972)

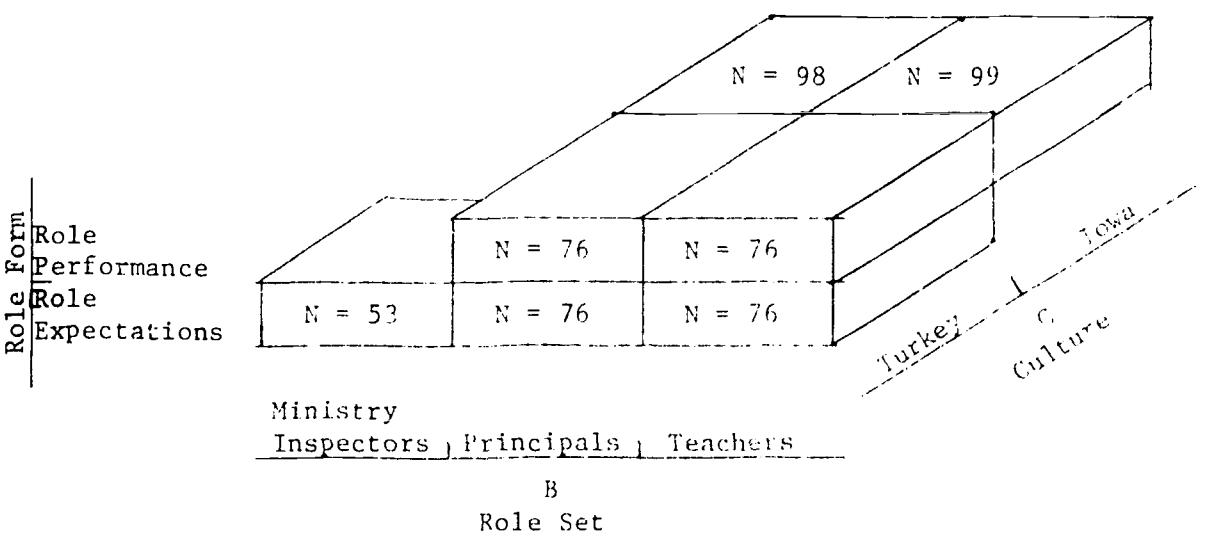
The Turkey population was delimited to schools in which principals and teachers had worked together at least one year and were still working together

at the time of responding. The reasons for delimiting the population are the same as those for delimiting the Iowa population.

The total number of Turkish Teacher Training Schools was 89, of which 76 schools met the requirement for inclusion. Teachers in these schools who worked at the same school with the same principal, for a minimum of one year, were the teacher respondent population. They numbered 1777 -- nested in 76 schools. The population of ministry inspectors (N = 53) consisted of those who had inspected Turkish Teacher Training Schools during a three year period prior to the study.

Treatment of the Data

The design of this investigation was a three fac or incomplete block. The independent non-assignable treatment variables were (a) Role Form -- two levels (Role performance and expectations), (b) Role Set -- three levels (ministry inspectors, principals, and teachers), and (c) Culture -- two levels (Turkey and Iowa, U.S.A.). The design's configuration is graphically displayed below.



The dependent variables for each role set level were (a) ministry inspectors (role expectations) -- the six subscales computed for each inspector, (b) principals -- Turkey (role expectations and role performance) and Iowa (role performance) -- the six subscales computed for each principal for each form of the instrument, and (c) teachers -- Turkey (role expectations and role performance) and Iowa (role performance) -- the six subscales for each form computed for each school in which the teachers were nested.

Multivariate Analysis of Variance

In order to provide answers to the research questions posed earlier several MANOVA analyses were conducted:

1. A single factor (roleset) multivariate analysis -- to analyze the nature of differences of role expectations for Turkish Teacher Training School Principals.
2. A two factor design (role form x roleset) multivariate analysis -- to analyze the nature of differences between role expectations and performance between principals and teachers in Turkish Teacher Training Schools.
3. A two factor (roleset x culture) multivariate analysis -- to analyze the nature of differences between principals and teachers within different cultural settings for role performance.

Prior to the analyses three decisions regarding statistical procedures were made:

1. It was decided to establish an alpha level of .05 for rejection of the null hypotheses of no differences between the mean vectors.
2. If the null hypothesis for the mean vector was rejected, univariate null hypotheses would be analyzed employing a pooled alpha level of .05.

3. If the univariate null hypothesis was rejected, subsequent multiple comparisons of differences between the means, if appropriate, would be done following the Scheffé method at an .05 alpha level.

Consensus Analysis

In order to provide answers to the research question related to level and pattern of consensus for role expectations and performance within cultures the following procedures were employed:

1. For each cell in the incomplete Role-Set X Role Form X Culture design (7 cells in all) a cumulative frequency distribution of scale responses for each of the sixty LBDQ items were generated. In total, 420 (60 x 7).
2. For each cumulative frequency distribution Leik's (1966) statistic of ordinal consensus was computed.
3. Ordinal consensus statistics for items were then grouped by subscales according to Culture, Role Form, and Role-Set categories.
4. A descriptive contrast (eyeball analysis) was employed to observe the pattern and level of consensus between cells of the incomplete design.

The following descriptions might help the reader understand the meaning of these consensus indices. Leik's statistic produces an index which may vary in value from 0.00 to 1.00. Given an item scale of five points, the higher (.60, .70, .80, .90) the index, the greater the clustering of responses in fewer categories adjacent to one another. Therefore, high consensus indicates that the responses cluster on one or only a few of the scale points adjacent to one another. An index of approximately .40 (.30 - .50) indicates that the responses distribute across the scale points with an approximately uniform (rectangular) distribution.

The lower (.00, .10, .20, .30) the index the lower the consensus (actually a case of dissensus or bi-polar split), and therefore the clustering of responses on a few scale points separated from one another (a U-shaped distribution). Viewed in this way Leik's index is an effective descriptive statistic for distinguishing patterns of consensus and dissensus within a collective responding to survey type items.

Findings

Role-Set (Role expectations) -- Turkey

The first research question was answered by conducting a multivariate analysis of leadership behavior dependent variables for Turkish ministry inspectors, teachers, and principals. The results of this analysis are presented in Table 1 and a display of each group's subscale means in Figure 1.

The test for equality of mean vectors was significant and therefore the univariate significance tests were examined to determine which dependent variables were contributing to the differences in mean vectors. Significant differences existed for Initiation of Structure, Tolerance of Uncertainty, Tolerance of Freedom, and Role Assumption leadership behaviors among the three groups.

In order to determine the nature of the differences multiple comparisons between the three role set groups were conducted using the Scheffé method. Although the univariate F-tests indicated significant differences among groups, the Scheffé post-hoc comparisons failed to detect the nature of the differences. This may be due to the conservative nature of the Scheffé procedure.

No significant differences existed for Consideration and Superior Orientation leadership behaviors. Therefore, no post-hoc comparisons were conducted.

Table 1 -- Multivariate Analysis of Role Expectation -- Turkey

F-Ratio for Multivariate Test of Equality of Mean Vectors = 7.6564 D.F. = 12. and 394. p less than .0001*

Variable	Mean Square	Univariate	p less than
Consideration	.03	.51	.6021
Initiation of Structure	.65	8.82	.0003**
Tolerance of Uncertainty	.67	5.91	.0033**
Tolerance of Freedom	.83	9.61	.0002**
Role Assumption	1.69	9.14	.0002**
Superior Orientation	.24	2.40	.0929

*Significant at α = .05.
**Significant at α = .008.

Degrees of Freedom for Hypothesis = 2
Degrees of Freedom for Error = 202

Cell Means

Level	Con	Struct	Tol.Un	Tol.Fr	Rol.As	Sup.Or
Principals (76)	4.03	4.23	3.67	3.75	3.85	4.43
Teachers (76)	4.06	4.10	3.52	3.90	3.78	4.34
Inspectors (53)	4.01	4.29	3.48	3.69	4.10	4.32

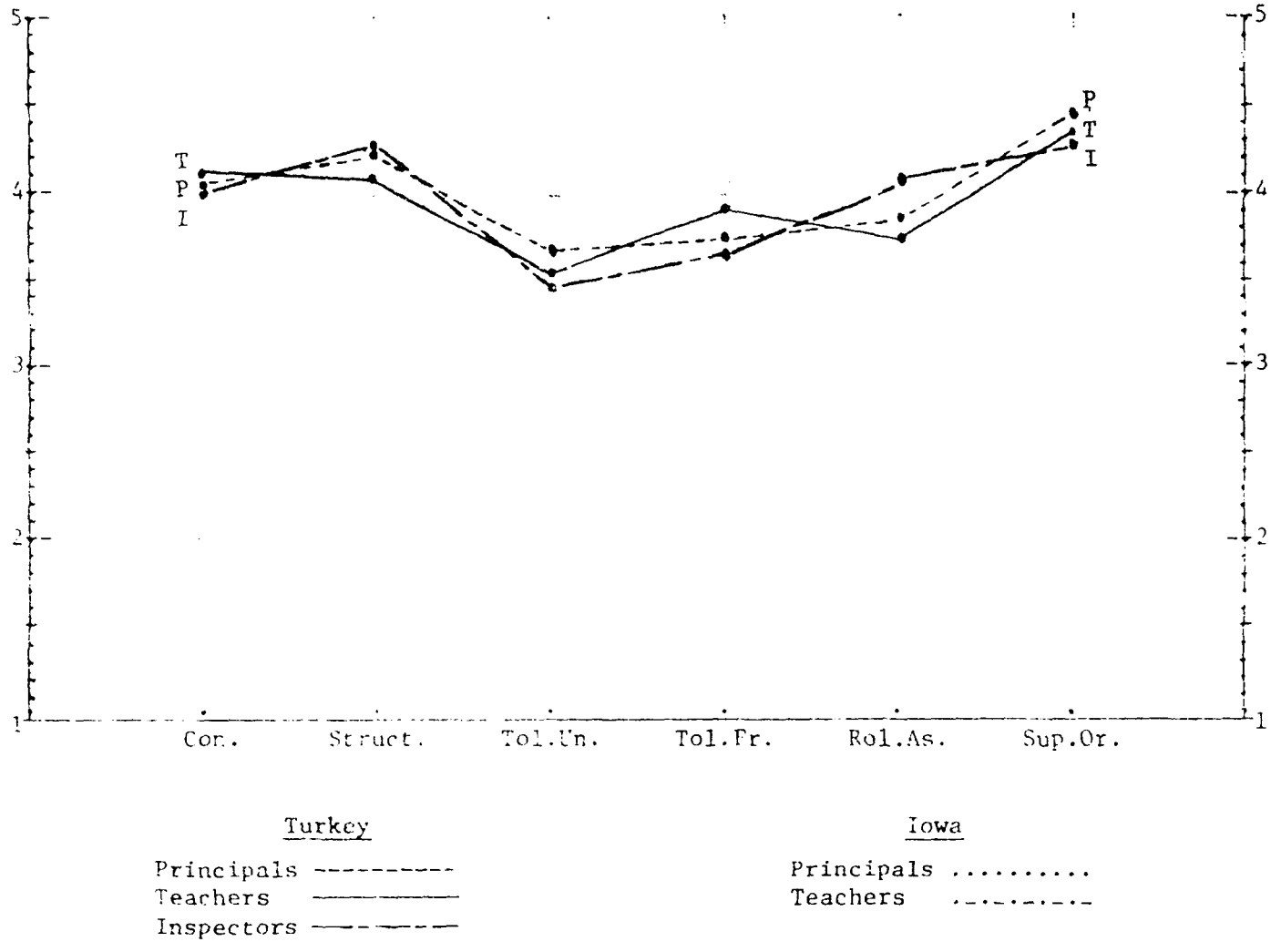


Figure 1 -- Profile of Multiple Dependent Variable Means for Role Expectation -- Turkey

Examination of multiple dependent variables profiles reveals some interesting findings:

1. The overall pattern of subscale means for all groups indicates the principal is expected to be a "potent" leader. This is based on the observation that subscale means cluster at the frequently occurring (often occurs) scale point.
2. Ranking role expectation subscales according to level (degree of frequency) indicates that Superior Orientation is the most valued (highest mean) expectation followed by Initiation of Structure and Consideration, in that order.
3. Relative to other subscale means Tolerance of Uncertainty (lowest mean) and Tolerance of Freedom (next to lowest mean) appear to be less crucial.

These findings support the notion that role expectations for principals in Turkey reflect the basic structure of a highly centralized and bureaucratic school system. This is not meant to imply that centralization and bureaucracy is necessarily evil, e.g. the high expectations for consideration, but that the general pattern and relative position of subscales portrays the normative structure of the Turkish educational system.

Role-Set X Role Form (Role expectation and performance) -- Turkey

The second research question was answered by conducting a two-way multivariate analysis of variance of leadership behavior dependent variables for principals and teachers by role expectation and performance. In order to logically test the main effects of this design an analysis of interaction effects was conducted. The results of this analysis are presented in Table 2 and

Table 2 -- Multivariate Analysis of A x B -- Role Expectations/ Role Performance By Principals/Teachers -- Turkey

F-Ratio for Multivariate Test of Equality of Mean Vectors = 22.0962 D.F. = 6. and 295. p less than .0001*

Variable	Mean Square	Univariate	p less than
Consideration	17.99	126.91	.0001**
Initiation of Structure	1.67	17.26	.0001**
Tolerance of Uncertainty	2.55	24.56	.0001**
Tolerance of Freedom	7.81	52.57	.0001**
Role Assumption	4.45	23.10	.0001**
Superior Orientation	3.83	34.74	.0001**

*Significant at α = .05.
**Significant at α = .008.

Degrees of Freedom for Hypothesis = 1.
Degrees of Freedom for Error = 300.

Cell Means

Level	Cor.	Struct	Tol.Un	Tol.Fr	Rol.As	Sup.Or
Expect. -- Principals (76)	4.03	4.23	3.67	3.75	3.85	4.43
Expect. -- Teachers (76)	4.06	4.10	3.52	3.90	3.78	4.34
Perf. -- Principals (76)	4.32	4.07	3.65	3.91	4.15	4.27
Perf. -- Teachers (76)	3.37	3.64	3.14	3.42	3.58	3.73

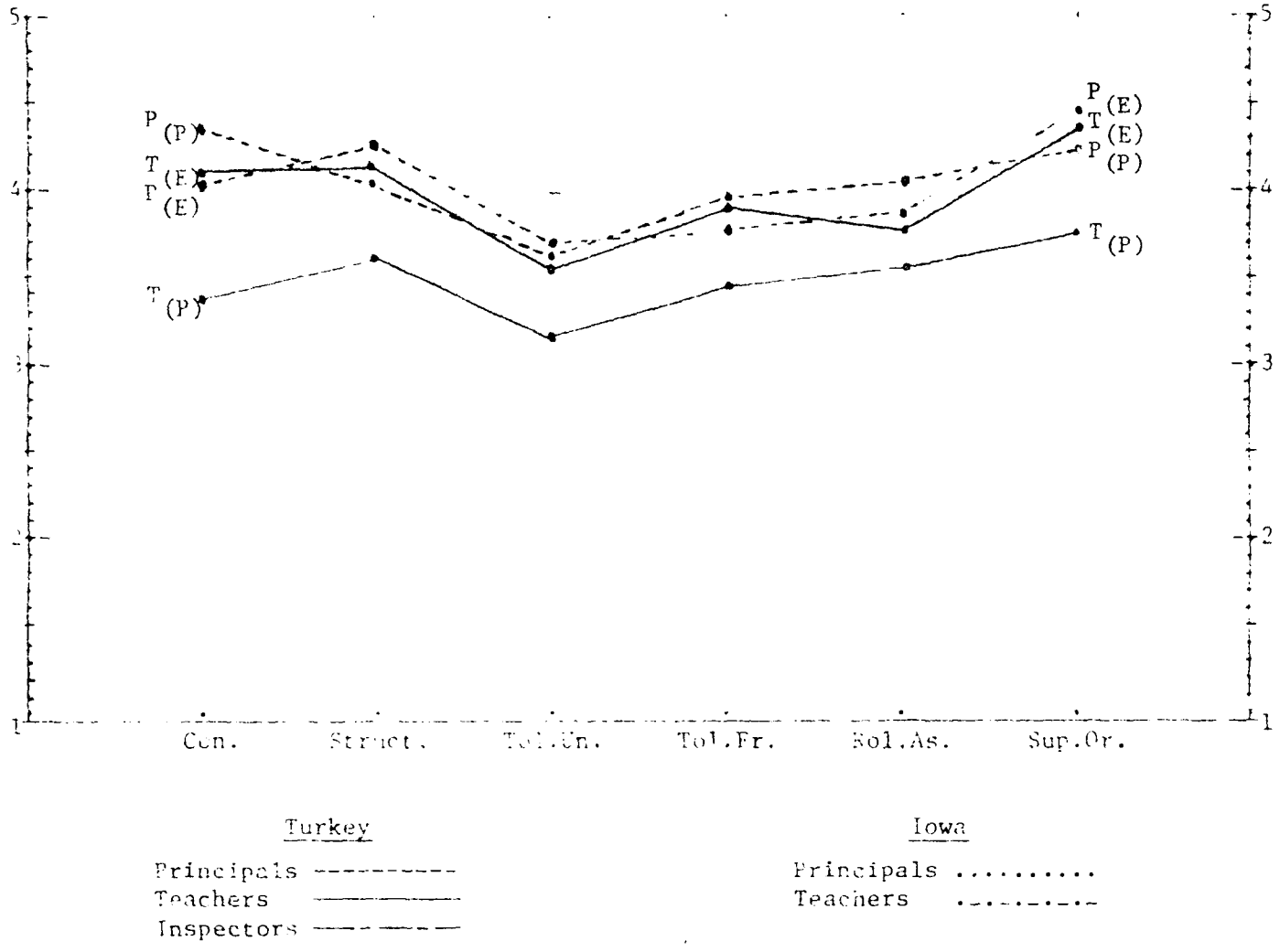


Figure 2 -- Profile of Multiple Dependent Variable Means for A x B -- Role Expectations/Role Performance By Principals/Teachers -- Turkey

corresponding display of subscale means in Figure 2. You will note that the multivariate test of equality of mean vectors and all univariate tests indicate significant interactions. Also, visual analysis of the subscale profiles suggests that principals' role expectation and performance and teachers' role expectation profiles are contributors to the interaction effects. The planned tests of main effects were abandoned and a series of one factor multivariate analyses followed to determine the nature of interaction effects.

Sub-Analysis 1 -- Role expectations versus Performance -- Teachers -- Turkey

The first one factor (Role Form) multivariate analysis was conducted to determine differences between teacher-perceived role expectations and role performance. The results of this analysis are presented in Table 3 and corresponding display of subscale means in Figure 3. The tests for equality of mean vectors and all univariate tests indicated significant differences for the overall profile and individual subscale means. These results indicate that the teachers perceive the principals exhibiting leadership behaviors less frequently than they expect.

Also note that the most valued (highest level of expectation) leadership behaviors are Superior Orientation, Initiation of Structure, and Consideration, whereas the most frequently exhibited leadership behaviors (highest level of performance) are Superior Orientation, Initiation of Structure, and Role Assumption. Conversely, the least valued (lowest level of expectation) leadership behaviors are Tolerance of Uncertainty, Role Assumption, and Tolerance of Freedom, whereas the less frequently exhibited leadership behaviors (lowest level of performance) are Tolerance of Uncertainty, Consideration, and Tolerance of Freedom. These findings indicate that teachers' role expectations and role

Table 3 -- Multivariate Analysis of Role Expectations and Performance -- Teachers -- Turkey

F-Ratio for Multivariate Test of Equality of Mean Vectors = 65.6955 D.F. = 6. and 145. p less than .0001*

Variable	Mean Square	Univariate	p less than
Consideration	17.80	106.87	.0001**
Initiation of Structure	7.82	159.93	.0001**
Tolerance of Uncertainty	5.72	83.07	.0001**
Tolerance of Freedom	8.68	65.74	.0001**
Role Assumption	1.42	14.82	.0002**
Superior Orientation	14.33	161.14	.0001**

*Significant at = .05.
**Significant at = .008.

Degrees of Freedom for Hypothesis = 1
Degrees of Freedom for Error = 150.

Cell Means

Level	Con	Struct	Tol.Un	Tol.Fr	Rol.As	Sup.Or
Expect. -- Teachers (76)	4.06	4.10	3.52	3.90	3.78	4.34
Perf. -- Teachers (76)	3.37	3.64	3.14	3.42	3.58	3.73

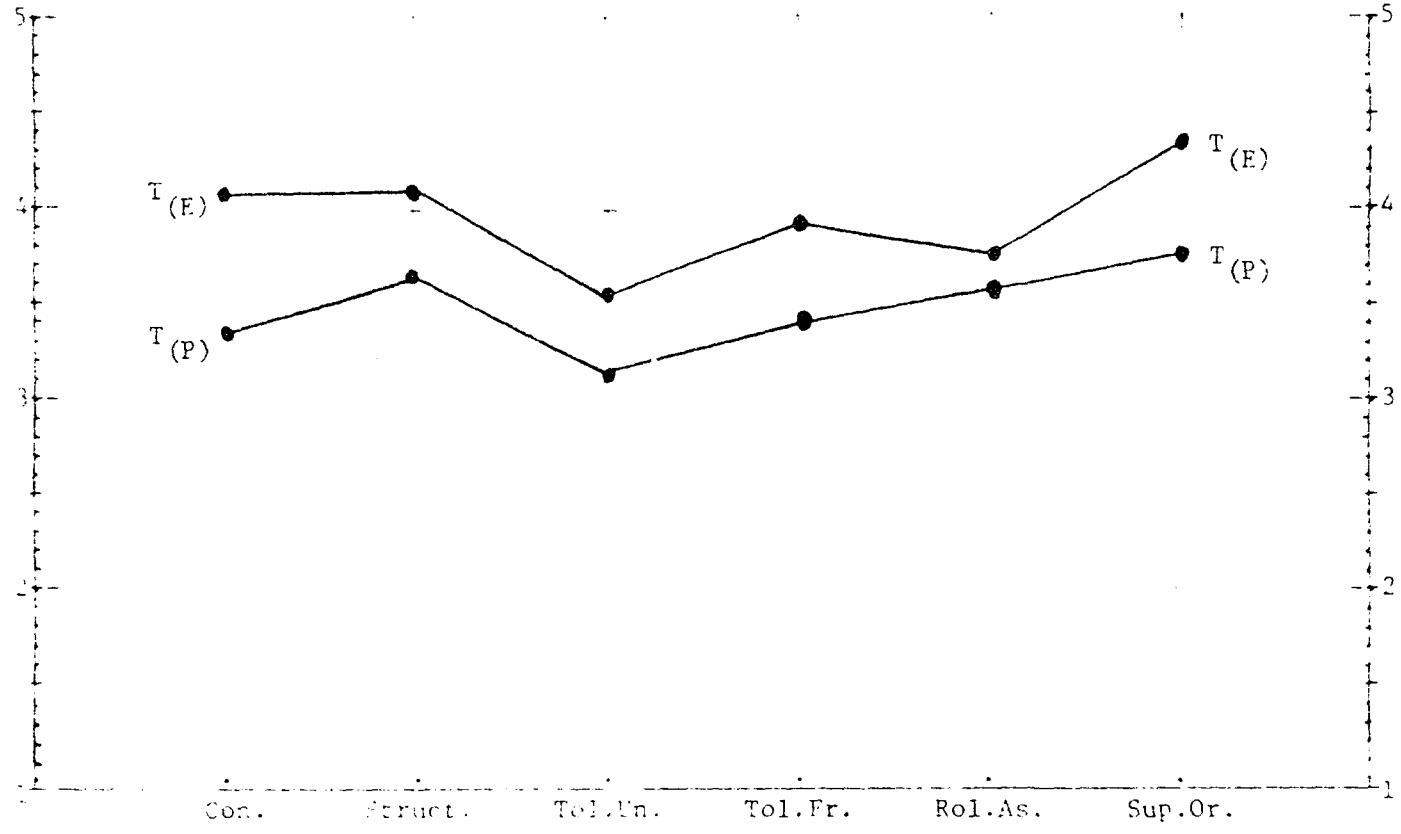


Figure 3 -- Profile of Multiple Dependent Variable Means for Role Expectations and Performance -- Teachers -- Turkey

performance perceptions of the principals' leadership behaviors are discrepant, but that the relative discrepancies between role expectations and performance subscale means follow an orderly pattern except for Consideration and Role Assumption subscales. From the teachers' perspective the principal emphasizes Role Assumption behaviors and de-emphasizes Consideration behaviors although they value a heavier emphasis on Consideration and less emphasis on Role Assumption.

Sub-Analysis 2 -- Role Expectations versus Performance -- Principals -- Turkey

The second one factor (Role Form) multivariate analysis was conducted to determine differences between principal-perceived role expectations and role performance. The results of the analysis are presented in Table 4 and Figure 4. The test for equality of mean vectors indicates that there is a significant difference between the profiles of subscale means. Univariate tests indicate that significant differences for the subscales of Consideration, Role Assumption, and Superior Orientation contribute to the profile differences while the Initiation of Structure, Tolerance of Uncertainty, and Tolerance of Freedom are not significantly different.

Earlier in this paper two of the significantly different subscales, Consideration and Superior Orientation, were found to be most highly valued (high expectation mean scores) behaviors from the perspective of ministry inspectors, teachers, and principals.

Also note that on half of the subscales principals perceive that they exceed role expectations -- Consideration, Tolerance of Freedom, and Role Assumption -- and on the other half they are below role expectations -- Initiation of Structure, Tolerance of Uncertainty and Superior Orientation.

Table 4 -- Multivariate Analysis of Role Expectation and Performance -- Principals -- Turkey

F-Ratio for Multivariate Test of Equality of Mean Vectors = 16.1614 D.F. = 6. and 145. p less than .0001*

Variable	Mean Square	Univariate	p less than
Consideration	3.16	27.07	.0001**
Initiation of Structure	.94	6.51	.0118
Tolerance of Uncertainty	.02	.13	.7208
Tolerance of Freedom	1.01	6.13	.0145
Role Assumption	3.20	11.08	.0011**
Superior Orientation	1.04	7.89	.0057**

*Significant at α = .05.
**Significant at α = .008.

Degrees of Freedom for Hypothesis = 1.
Degrees of Freedom for Error = 150.

Cell Means

Level	Cor	Struct	Tol.Un	Tol.Fr	Rol.As	Sup.Or
Expect. -- Principals (76)	4.03	4.23	3.67	3.75	3.85	4.43
Perf. -- Principals (76)	4.32	4.07	3.65	3.91	4.15	4.27

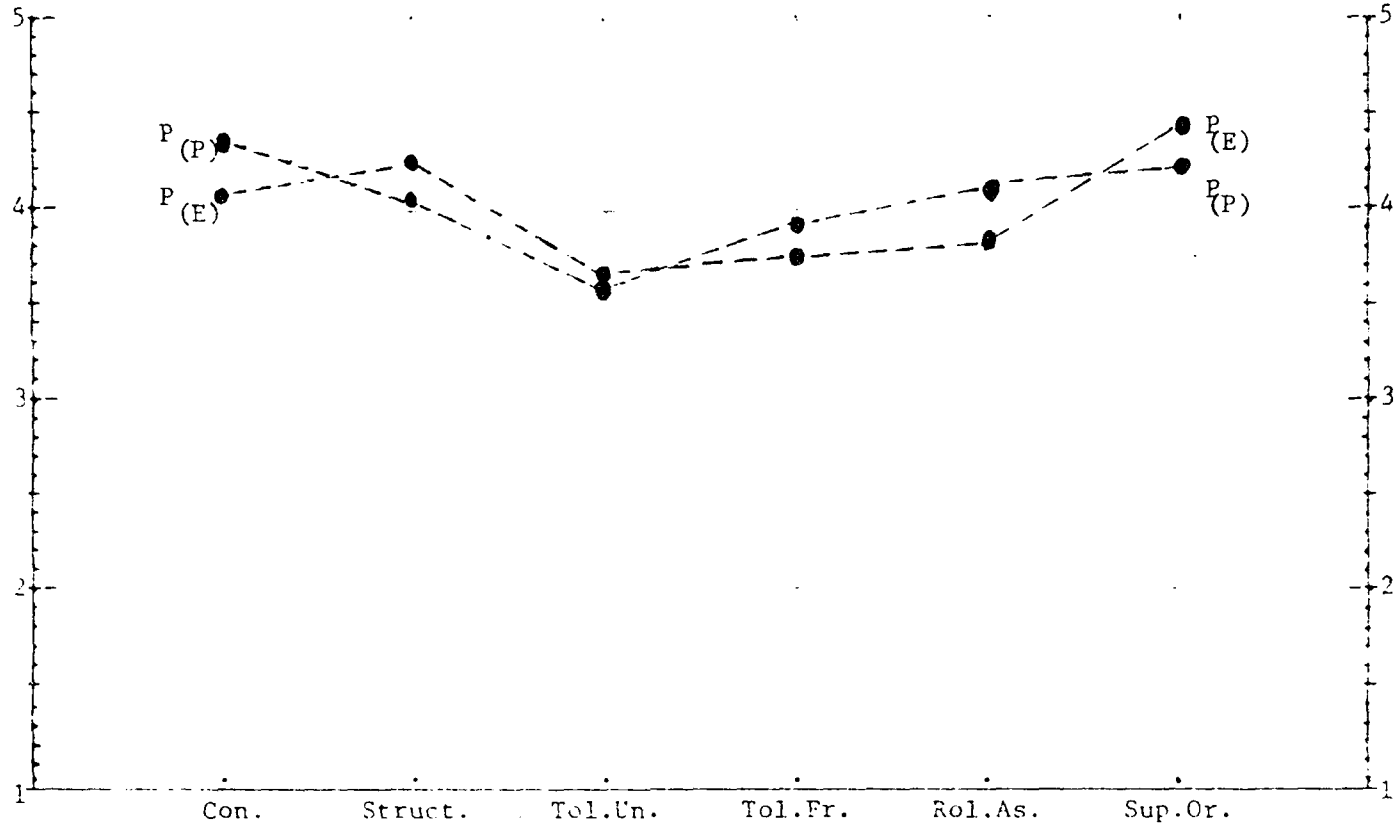


Figure 4 -- Profile of Multiple Dependent Variable Means for Role Expectation and Performance -- Principals -- Turkey

From the principal's perspective his leadership behavior fulfills role expectation on three subscales and is discrepant on three subscales -- exceeding role expectations for Consideration and Role Assumption and not fulfilling on Superior Orientation.

Sub-Analysis 3 -- Role Performance -- Teachers and Principals -- Turkey

The third one factor (Role Form) was conducted to determine differences between perceived role performance between teachers and principals. The results of this analysis are presented in Table 5 and Figure 5. The tests for equality of mean vectors and all univariates indicate significant differences for principal and teacher perceptions of the role performance of the principal.

Inspection of the subscale profiles indicates that teachers, uniformly across all subscales, view the principals' behaviors as less frequently exhibited than the principals report. Also, the magnitude of the discrepancies are quite large -- typically one-half scale point.

The relative position of subscale scores within each profile provides another insight regarding the discrepancies between teacher and principals. By rank ordering the subscales within principals' and teachers' profiles one finds that four of the six subscales maintain a relatively stable rank (at the same or within one position) between principals' and teachers' profiles. However, two subscales, Consideration and Structure, do not display similar ranks as perceived by principals: Consideration is most frequently exhibited, whereas, the teachers perceive Consideration as being the next to lowest exhibited behavior. Conversely, the principals perceive their Structuring behavior as less frequently exhibited within their profile, whereas teachers perceive Structuring behavior to be exhibited frequently within their profile of perceptions.

Table 5 -- Multivariate Analysis of Role Performance --

Principals/Teachers -- Turkey

F-Ratio for Multivariate Test of Equality of Mean Vectors = 32.6642 D.F. = 6. and 145. p less than .0001*

Variable	Mean Square	Univariate	p less than
Consideration	34.15	148.38	.0001**
Initiation of Structure	6.80	53.48	.0001**
Tolerance of Uncertainty	9.90	74.09	.0001**
Tolerance of Freedom	9.07	41.77	.0001**
Role Assumption	12.07	51.54	.0001**
Superior Orientation	11.05	67.55	.0001**

*Significant at α = .05.
**Significant at α = .008.

Degrees of Freedom for Hypothesis = 1
Degrees of Freedom for Error = 150.

Cell Means

Level	Con	Struct	Tol.Un	Tol.Fr	Rol.As	Sup.Or
Principals (76)	4.32	4.07	3.65	3.91	4.15	4.27
Teachers (76)	3.37	3.64	3.14	3.42	3.58	3.73

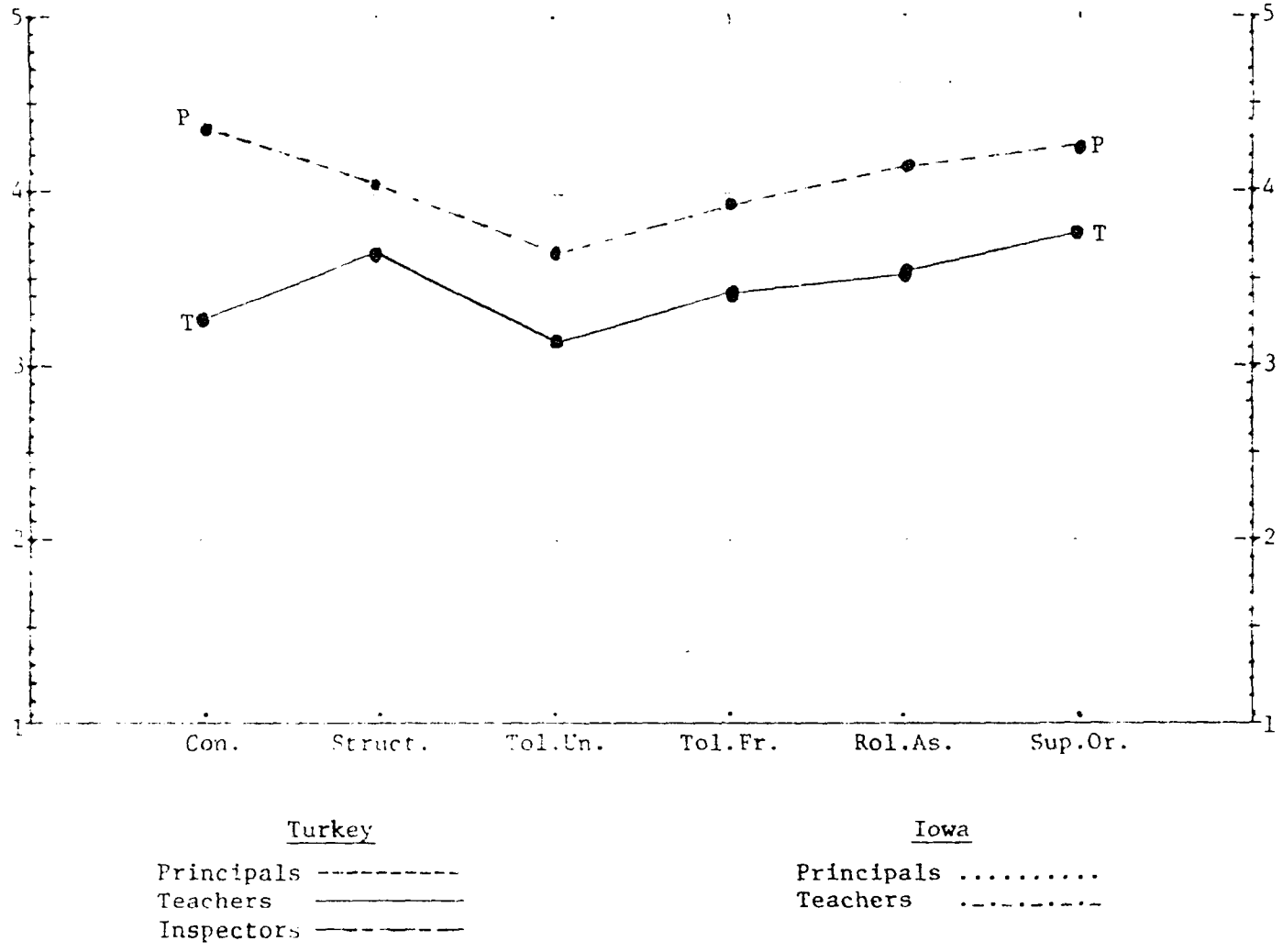


Figure 5 -- Profile of Multiple Dependent Variable Means for

Role Performance -- Principals/Teachers -- Turkey

The difference in relative position of subscale means is that the principals view their behavior as more "person oriented", whereas the teachers view the principals' behavior as more "system" oriented.

Sub-Analysis 4 -- Role Expectations -- Teachers and Principals -- Turkey

The fourth one factor multivariate analysis was not conducted since it was embedded in the first analysis reported in this paper.

The results of that analysis may be found in Table 1 and Figure 1. In that analysis it was found that there are no significant differences between the role expectations for principals as perceived by teachers and principals.

Analysis of the subscale profiles provides some additional insights concerning the expectations of teachers and principals. By rank ordering the subscales within principals' and teachers' profiles one finds that the rank orders correspond between the two groups with one exception. Principals rank Role Assumption fourth and Tolerance of Freedom as fifth, whereas teachers rank Tolerance of Freedom as fourth and Role Assumption as fifth. Also, inspection of the mean difference between corresponding subscales indicates a range of .03 - .15 mean differences -- very small in comparison to the role performance contrasts between teachers and principals. In short, the teachers and principals are in agreement as to the level and profile of role expectations for the principals.

Brief Summary of Role-Set X Role Form Findings -- Turkey

The two factor analysis revealed significant interactions for leadership behavior profiles and for each subscale. Subsequent one factor analyses revealed that:

1. There were no significant differences between principals and teachers

for role expectations. In fact, the observed differences were small, and the subscales rank position within each profile was stable.

2. There were significant differences between principals and teachers for role performance -- both profile and all individual subscales. Teachers perceive the principals' behavior as less "potent" than the principals' perception of exhibited behaviors. The observed differences between subscales was quite large and the rank of subscales within each group's profile was relatively stable. Differences in within group rank of profile means suggested that principals view their behavior as more "person oriented" (Consideration), whereas teachers view the principals' behavior as more "system oriented" (Initiating Structure).
3. There were significant differences between role expectations and performance perceptions of principals -- for the profile and half of the individual subscales. From the perspective of the principals they fulfill their leadership role on three subscales and are discrepant on three subscales -- exceeding role expectations for Consideration and Role Assumption and not fulfilling expectations for Superior Orientation.
4. There were significant differences between role expectations and performance perceptions by teachers -- for profile and all subscales. Teachers perceive the principals' behavior as not realizing expectations. The observed differences between subscales were quite large and the rank of subscales between each profile follow stable patterns except for the principals' emphasis on Role Assumption behaviors and de-emphasis on Consideration behaviors.

Table 6 -- Multivariate Analysis of Role Performance A x B --

Iowa/Turkey by Principals/Teachers

F-Ratio for Multivariate Test of Equality of Mean Vectors = 19.4869 D.F. = 6. and 340. p less than .0001*

Variable	Mean Square	Univariate	p less than
Consideration	9.94	52.04	.0001**
Initiation of Structure	6.13	47.04	.0001**
Tolerance of Uncertainty	9.56	61.62	.0001**
Tolerance of Freedom	5.11	29.47	.0001**
Role Assumption	8.65	37.28	.0001**
Superior Orientation	10.69	72.14	.0001**

*Significant at α = .05.
**Significant at α = .008.

Degrees of Freedom for Hypothesis = 1
Degrees of Freedom for Error = 345.

Cell Means

Level	Con	Struct	Tol.Un	Tol.Fr	Rol.As	Sup.Or
Iowa -- Principals (98)	4.18	3.63	3.50	4.04	3.86	3.47
Iowa -- Teachers (99)	3.91	3.75	3.66	4.04	3.93	3.63
Turkey -- Principals (76)	4.32	4.07	3.65	3.91	4.15	4.27
Turkey -- Teachers (76)	3.37	3.64	3.14	3.42	3.58	3.73

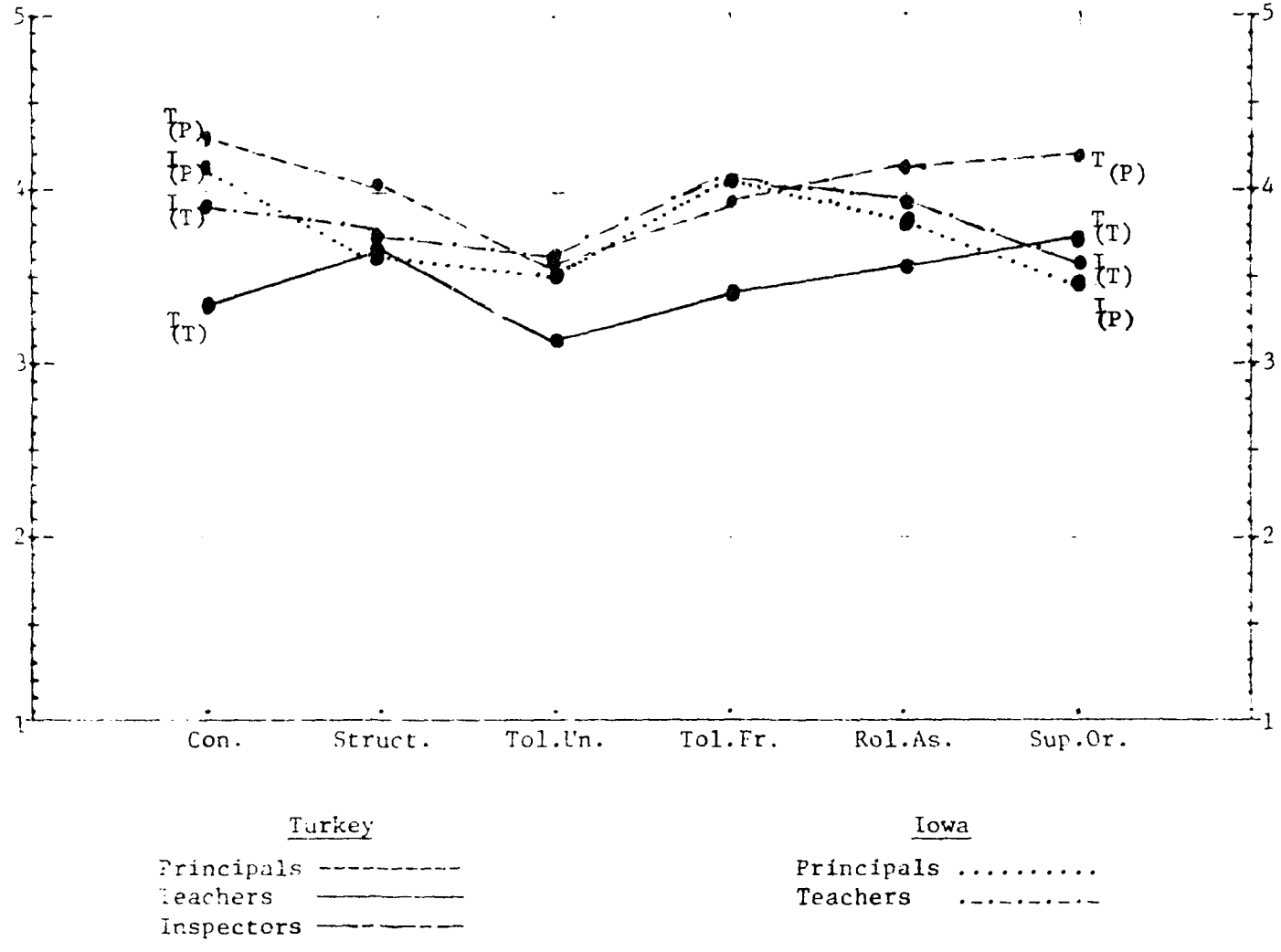


Figure 6 -- Profile of Multiple Dependent Variable Means for

Role Performance A x B -- Iowa/Turkey by Principals/Teachers

Role Set x Culture (Role Performance) -- Turkey and Iowa

The fourth research question was answered by conducting a two-way multivariate analysis of variance of role performance dependent variables for teachers and principals by Iowa and Turkey. The first analysis concerned the interaction effects of the two factors Role Set x Culture. Table 6 and Figure 6 display the results of this analysis. You will note that the multivariate test for equality of mean vectors and all univariate tests indicate significant interactions. Also, visual analysis of the profiles suggests that all of them contribute to the interaction effects. The planned tests of main effects were abandoned, and a series of one factor multivariate analyses followed to determine the nature of interaction effects.

Sub-Analysis 1 -- Role Performance -- Teachers and Principals -- Turkey

The first one factor multivariate analysis was not conducted since it was already conducted as part of the series of multivariate analyses for Role-Set x Role Form interaction explication. Table 5 and Figure 5 display the results of this analysis.

Sub-Analysis 2 -- Role Performance -- Teachers and Principals -- Iowa

The second one factor (Role-Set) multivariate analysis was conducted to determine differences between perceived role performance between teachers and principals. The results of this analysis are presented in Table 7 and Figure 7. The test for equality of mean vectors and two univariate tests (Consideration and Superior Orientation) were significant. All other univariate tests were not significant.

Inspection of the subscale profiles indicates that teachers perceive the principal as exhibiting less Consideration and more Superior Orientation

Table 7 -- Multivariate Analysis of Role Performance --

Principals/Teachers -- Iowa

F-Ratio for Multivariate Test of Equality of Mean Vectors = 16.8847 D.F. = 6. and 190. p less than .0001*

Variable	Mean Square	Univariate	p less than
Consideration	3.52	21.86	.0001**
Initiation of Structure	.61	4.61	.0330
Tolerance of Uncertainty	1.21	7.08	.0085
Tolerance of Freedom	.00	.00	.9936
Role Assumption	.25	1.09	.2969
Superior Orientation	1.37	10.04	.0018**

*Significant at α = .05.
**Significant at α = .008.

Degrees of Freedom for Hypothesis = 1
Degrees of Freedom for Error = 195.

Cell Means

Level	Con	Struct	Tol.Un	Tol.Fr	Rol.As	Sup.Or
Principals (98)	4.18	3.63	3.50	4.04	3.86	3.47
Teachers (99)	3.91	3.75	3.66	4.04	3.93	3.63

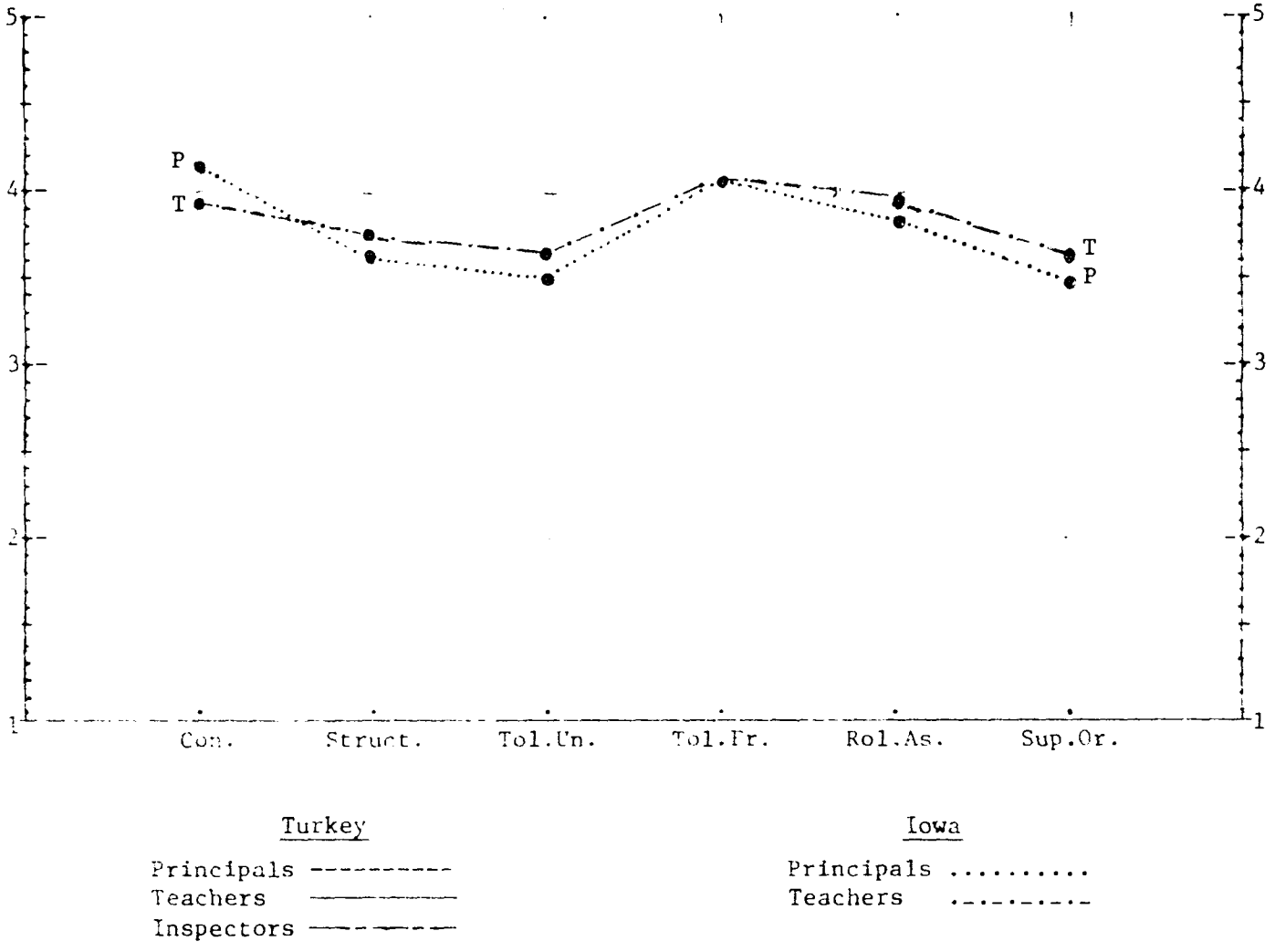


Figure 7 -- Profile of Multiple Dependent Variable Means for Role Performance -- Principals/Teachers -- Iowa

leadership behaviors than the principals' perception. Also the magnitude of discrepancies between the two groups is quite small (.27 and .16).

The relative position of subscale scores within each profile provides another insight. One finds that the six subscales maintain a relatively stable rank, except for Consideration which ranks first for the principal and third for the teachers. Also note that contrary to the finding of the Turkish related analysis, the teachers perceive the exhibiting of leadership behaviors more frequently than the principals. In five of the subscales teachers report a mean level equal to or exceeding the principals' report. Another finding is that teachers and principals perceive role performance as "potent"; most subscales' scores cluster around the often occurs scale point.

Finally, the mode of operation of the principals emphasizes Tolerance of Freedom and Consideration, a "person oriented" mode, and de-emphasizes Tolerance of Uncertainty and Superior Orientation, a "system oriented" mode.

In essence, the teachers and principals in the Iowa sample report similar perceptions of role performance. Their descriptions of the principals' leadership behavior are more alike than dissimilar.

Sub-Analysis 3 -- Role Performance -- Teachers -- Turkey and Iowa

The third one factor (Culture) multivariate analysis was conducted to determine differences between perceived role performance of principals as viewed by Turkish and Iowa teachers.

Table 8 and Figure 8 display the results of this analysis.

The test for equality of mean vectors and four univariate tests (Consideration, Tolerance of Uncertainty, Tolerance of Freedom, and Role Assumption) were significant. The other two univariate tests were not significant.

Table 8 -- Multivariate Analysis of Role Performance --

Iowa/Turkey -- Teachers

F-Ratio for Multivariate Test of Equality of Mean Vectors = 37.6083 D.F. = 6. and 168. p less than .0001*

Variable	Mean Square	Univariate	p less than
Consideration	12.40	48.84	.0001**
Initiation of Structure	.44	4.00	.0470
Tolerance of Uncertainty	11.55	77.48	.0001**
Tolerance of Freedom	16.24	81.12	.0001**
Role Assumption	5.27	26.37	.0001**
Superior Orientation	.38	2.86	.0929

*Significant at α = .05.
**Significant at α = .008.

Degrees of Freedom for Hypothesis = 1
Degrees of Freedom for Error = 173.

Cell Means

Level	Con	Struct	Tol.Un	Tol.Fr	R.l.As	Sup.Or
Teachers -- Iowa (99)	3.91	3.75	3.66	4.04	3.93	3.63
Teachers -- Turkey (76)	3.37	3.64	3.14	3.42	3.58	3.73

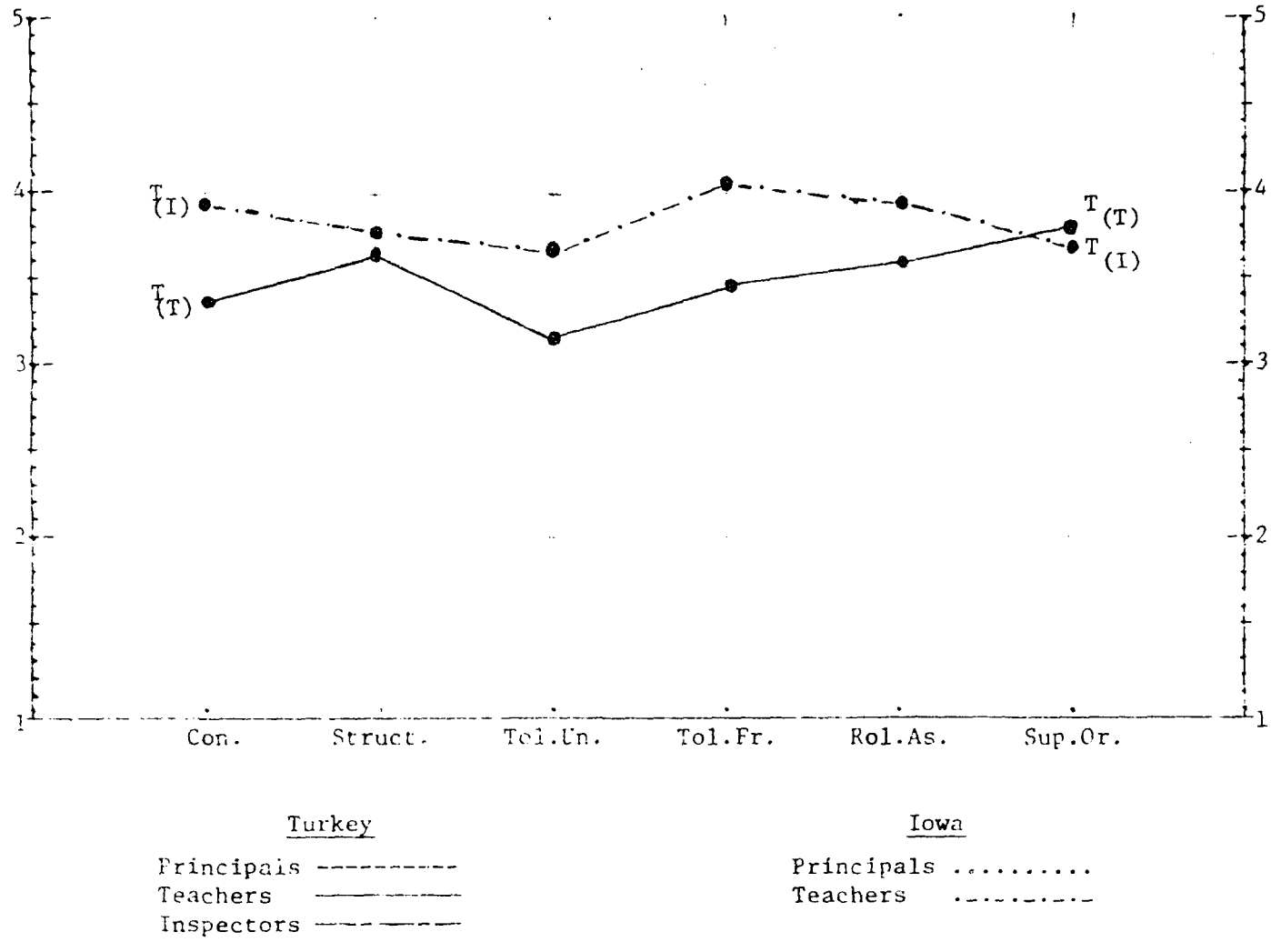


Figure 8 -- Profile of Multiple Dependent Variable Means for Role Performance -- Iowa/Turkey -- Teachers

Iowa teachers perceived their principals as exhibiting more Consideration, Tolerance of Uncertainty, Tolerance of Freedom, and Role Assumption behaviors.

Inspection of the subscale profiles indicates that Iowa teachers perceive their principals as being relatively more potent (high mean scores) than Turkish teachers' perceptions of their principals. This holds true for all subscales except for Superior Orientation. Also, the magnitude of discrepancies between subscales is quite large for the four significant subscales (.54, .52, .52, .35).

The relative position of subscales within each profile provides another insight. One finds that the rank position of subscales within each profile doesn't maintain a consistent pattern. The most extreme inconsistencies in the pattern are on the Tolerance of Freedom and Superior Orientation subscales. The Iowa teachers perceive their principals as most frequently exhibiting Tolerance of Freedom behaviors, whereas the Turkish teachers perceive their principals as exhibiting few of these behaviors (ranked fourth).

The Turkish teachers perceive their principals as most frequently exhibiting Superior Orientation behaviors, whereas the Iowa teachers perceive their principals as least frequently exhibiting these behaviors.

In essence, Turkish teachers perceive their principals' behavior mode as "system oriented" (highest in Superior Orientation, Initiation of Structure, and Role Assumption) and less potent than Iowa teachers who perceive their principals' behavior mode as "person oriented "(highest in Tolerance of Freedom, Role Assumption, and Consideration).

Sub-Analysis 4 -- Role Performance -- Principals -- Turkey and Iowa

The final one factor (Culture) multivariate analysis was conducted to determine differences between perceived role performance of principals in Iowa and Turkey. Table 9 and Figure 9 display the results of this analysis.

The test for equality of mean vectors and three of the univariate tests (Initiation of Structure, Role Assumption, and Superior Orientation) were significant. The remaining univariate tests were not significant. The Turkish principals perceived themselves as exhibiting significantly more Initiation of Structure, Role Assumption and Superior Orientation behaviors.

Inspection of the subscale profiles indicates that Turkish school principals perceive themselves as relatively more potent (higher mean scores) than Iowa principals: this is a reversal of profile position as perceived by Iowa and Turkish teachers. This holds true for all subscales except Tolerance of Freedom. Also, the magnitude of discrepancies between principals' self descriptions vary between a low of .13 for Tolerance of Freedom to a high of .80 for Superior Orientation.

The relative position of subscales within each profile indicates that there is stability of rankings between profiles with four of the subscales, but that in two of the subscales, Superior Orientation and Tolerance of Freedom, the rankings are quite different. The most extreme inconsistency between principals' ranking patterns is on the high ranking (second most exhibited) of Superior Orientation by Turkish principals, whereas the Iowa principals rank it as the least exhibited behavior.

The second inconsistency is the high ranking (second most exhibited) of Tolerance of Freedom by Iowa principals, whereas Turkish principals perceive themselves as less frequently (next to lowest) exhibiting this behavior.

Table 9 -- Multivariate Analysis of Role Performance --

Iowa/Turkey -- Principals

F-Ratio for Multivariate Test of Equality of Mean Vectors = 40.2158 D.F. = 6. and 167. p less than .0001*

Variable	Mean Square	Univariate	p less than
Consideration	.88	6.92	.0094
Initiation of Structure	8.03	53.43	.0001**
Tolerance of Uncertainty	.95	5.92	.0161
Tolerance of Freedom	.68	4.66	.0324
Role Assumption	3.47	13.14	.0004**
Superior Orientation	27.40	163.20	.0001**

*Significant at α = .05.
**Significant at α = .008.

Degrees of Freedom for Hypothesis = 1
Degrees of Freedom for Error = 172.

Cell Means

Level	Con	Struct	Tol.Un	Tol.Fr	Rol.As	Sup.Or
Principals -- Iowa (98)	4.18	3.63	3.50	4.04	3.86	3.47
Principals -- Turkey (76)	4.32	4.07	3.65	3.91	4.15	4.27

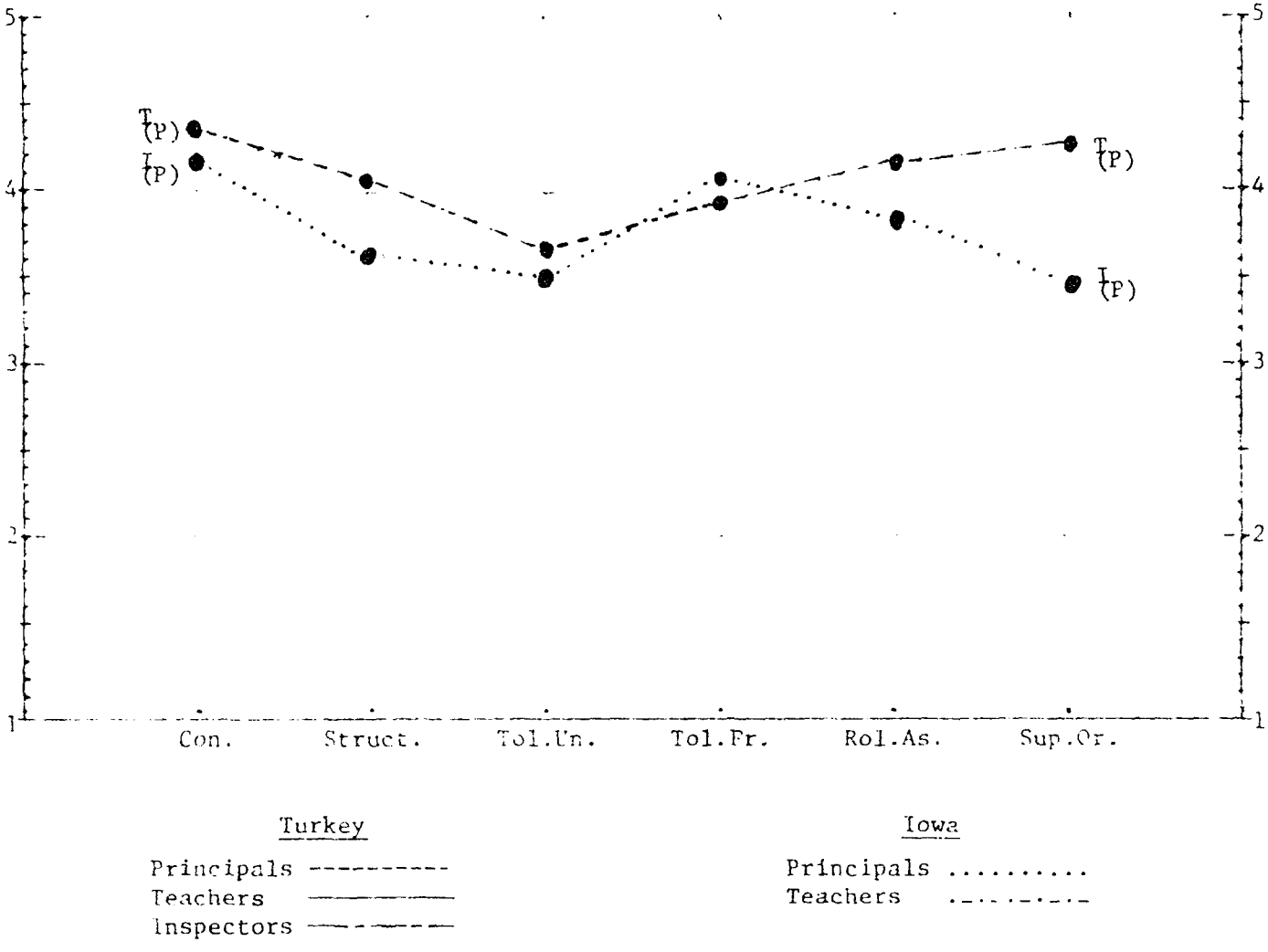


Figure 9 -- Profile of Multiple Dependent Variable Mean for Role Performance -- Iowa/Turkey -- Principals

In essence, the Turkish principals perceive themselves as being more potent leaders emphasizing Consideration, Superior Orientation, and Role Assumption behavior (a predominantly "system oriented" mode) and de-emphasizing Tolerance of Freedom.

In contrast, the Iowa principals perceive themselves as less potent leaders emphasizing Consideration, Tolerance of Freedom, and Role Assumption behaviors (a predominantly "person oriented" mode) and de-emphasizing Superior Orientation.

Brief Summary of Role-Set x Culture Findings

The two factor analysis revealed significant interactions for leadership behavior profiles and for each subscale.

Subsequent one factor analyses revealed:

1. There were significant differences between Iowa principals and teachers on role performance for profile and two of the univariate tests (Consideration and Superior Orientation). Teachers perceived the principals as exhibiting less Consideration and more Superior Orientation than the principals.

   In essence, the teachers and principals in the Iowa sample report similar perceptions emphasizing Tolerance of Freedom and Consideration (a "person oriented" mode), and de-emphasizing Tolerance of Uncertainty and Superior Orientation ("system oriented" modes).

2. There were significant differences between Iowa and Turkish teachers for profile and four of the univariate tests (Consideration, Tolerance of Uncertainty, Tolerance of Freedom, and Role Assumption). In essence, Turkish teachers perceive their principals' behavior mode as "system oriented" (highest in Superior Orientation, Initiation of

Structure, and Role Assumption) and less potent than Iowa teachers who perceive their principals' behavior mode as "person oriented" (highest in Tolerance of Freedom, Role Assumption, and Consideration).

3. There were significant differences between Iowa and Turkish principals' profiles and three of the univariate tests (Initiation of Structure, Role Assumption, and Superior Orientation). The Turkish principals perceive themselves as exhibiting more Initiation of Struction, Role Assumption, and Superior Orientation behaviors. In essence, the Turkish principals perceived their behavior mode as "system oriented" while the Iowa principals perceived themselves as less potent leaders with a "person oriented" behavior mode.

Comparisons of Ordinal Consensus

Research questions three and five were answered by constructing a frequency distribution of ordinal consensus for each cell of the Culture by Role Form by Role-Set design. The frequency distribution indicates the level and pattern of consensus indices for the sixty (60) LBDQ-XII items used in this study (See Table 10). For the reader who is interested in item consensus indices, the appendix provides each item's indices of consensus grouped by subscales.

Restated, research question three was: "What is the level and pattern of consensus within teachers', inspectors' and principals' groups for role expectations and role performance of Turkish principals?"

Inspection of Table 10 indicates that consensus indices for role expectations of inspectors, principals, and teachers have high and moderate levels of consensus with some indices in the neutral category (neither consensus nor dissensus) and a few items indicating moderate dissensus.

TABLE 10 -- FREQUENCY DISTRIBUTION OF CONSENSUS -- NEUTRAL -- DISSENSUS

ORDINAL CONSENSUS FOR ROLE EXPECTATIONS AND ROLE PERFORMANCE --

SIXTY ITEMS -- INSPECTORS, PRINCIPALS, AND TEACHERS -- TURKEY AND U.S.A. (IOWA)

CATEGORY		TURKEY					U.S.A. (IOWA)	
		ROLE EXPECTATIONS			ROLE PERFORMANCE		ROLE PERFORMANCE	
		Inspectors	Principals	Teachers	Principals	Teachers	Principals	Teacher
Consensus	High (.70 - 1.00)	33	34	22	40	---	36	4
	Moderate (.50 - .69)	18	17	27	18	36	24	53
Neutral (.30 - .49)		8	6	8	2	24	---	3
Dissensus	Moderate (.10 - .29)	1	3	3	---	---	---	---
	High (.00 - .09)	---	---	---	---	---	---	---
N =		60	60	60	60	60	60	60

Thus, the general pattern between two groups, inspectors and principals, indicates similar patterns of consensus indices with 83% of their indices in the moderate and high consensus categories. The teachers have a different pattern of consensus indices -- more in the moderate category and fewer in the high category, with 80% of their indices in the moderate and high consensus categories.

Comparing Turkish principals and teachers on role performance indices, one finds that within the principals' group there is a higher level of consensus than within the teachers' group. Fifty-eight (58) consensus indices or 97% of the principals' indices are in the high or moderate consensus categories, whereas 60% of the teachers' indices are in the moderate category with no indices in the high category. Forty percent (40%) of the teachers' responses are in the neutral category indicating the absence of either consensus or dissensus.

In summary, inspectors, principals, and teachers demonstrate consensus for role expectation behaviors of the principal, but on role performance behaviors principals have a higher level of consensus and teachers a lower level of consensus.

Restated, research question five was: "What similarities and/or differences exist between the level and pattern of consensus for role performance of Iowa and Turkish principals?"

Inspection of Table 10 indicates that consensus indices for Iowa principals and teachers have high and moderate levels of consensus with 100% of the indices in these categories for principals and 95% for the teachers.

When principals and teachers from Iowa and Turkey are compared, one finds that the Iowa groups exhibit higher aggregate levels of consensus than the Turkey groups. This is particularly so for teachers' groups in which the Iowa

and Turkey percentage of indices in the moderate or high categories are 95% and 60%, respectively. The Iowa teachers, in describing the role performance of their principals, are more in agreement than the Turkish teachers describing their principals.

Also, the degree of consensus between Iowa teachers and principals is greater than the degree of consensus between Turkish teachers and principals.

Summary

Turkey

The results of the MANOVA and ordinal consensus role expectations analyses for Turkish School principals suggests the existence of "normative consensus" between major internal participants of the state school system. The level and pattern of profile subscales and individual item consensus indices indicates that Turkish principals are expected to be "potent" leaders -- active and forceful in fulfilling their leadership functions.

The "style" or array of expected behaviors tend to emphasize "system" oriented behaviors, e.g. Superior Orientation and Initiation of Structure, and de-emphasize "person" oriented behaviors, e.g. Tolerance of Freedom.

Turkish principals and teachers differ as to the extent to which the actual performance behaviors realize expected performance. Turkish principals describe themselves as realizing or exceeding role expectations on five of the six subscales with one subscale reported as unrealized -- Superior Orientation (the most crucial - highest expected behaviors). Turkish teachers describe their principals as not realizing expectations.

Teachers view the behavior of their principals as "less potent" than they expect. This suggests that it is the degree of behaviors exhibited which fails to realize expectations and not the "style" or array of behaviors displayed. It appears that Turkish teachers expect more dynamism and active leadership than they feel they receive from their principals.

Principals' and teachers' comparisons of role performance descriptions display this same pattern with principals describing themselves as "potent" leaders and teachers describing principals as less "potent".

The similar expectations held for Turkish principals is readily understood by examining the structure of the Turkish school system. Turkey has a centralized educational system. Decisions are made and regulations formulated at the central office, and local institutions are required to operate in conformity with regulations. Principals and teachers are assigned to administrative and teaching positions and are expected to operate and perform their tasks in compliance with regulations. Uniformity and conformity constitute the essence of the regulations, and during the interactions between and among these professionals (teachers, principals, inspectors) expectations for leadership are accentuated and reinforced. Therefore, the existence of normative consensus.

The discrepancies between principals and teachers on role performance are puzzling, and we have no simple answers. Do teachers simply want more active and forceful leadership behaviors displayed by their principals? Are the discrepancies due to the multitude of perspectives endemic to schools inhabited with different principals and teachers? Or will discrepancies always exist because of conflict endemic to administrative roles and organizational life? Is it the degree of discrepancy which is crucial to effective or ineffective leadership behavior?

We don't know why the discrepancies exist, but we do know they exist.

Iowa

The results of the MANOVA and ordinal consensus role performance analyses for Iowa school principals indicate that principals and teachers report similar perceptions of role performance behaviors. Their descriptions are more alike than dissimilar. They both view the principals as "potent" and characterized by

by a "person" oriented style emphasizing Tolerance of Freedom and Consideration and de-emphasizing Superior Orientation and Initiation of Structure. Also, the pattern of consensus between Iowa principals and teachers indicates similar perceptions for role performance behaviors. Their consensus patterns are more alike than dissimilar.

Turkey and Iowa

The results of the MANOVA and ordinal consensus role performance and ordinal consensus role performance comparisons for Iowa and Turkish principals and teachers indicates that Iowa teachers describe their principals as more "potent" leaders than Turkish teachers describe their principals. Iowa teachers describe their principals as displaying "person" oriented leadership behaviors, whereas Turkish teachers describe their principals as displaying "system" oriented leadership behaviors. Whether the Iowa teachers perceive their principals as realizing their expectations for leadership behaviors we cannot empirically determine, but we suspect that if data was collected, the degree of expectation-performance discrepancy would be low.

Iowa principals describe themselves as less "potent" leaders than Turkish principals. Iowa principals describe themselves as displaying "person" oriented leadership behaviors, whereas Turkish principals describe themselves as displaying a mixture of "system" oriented and "person" oriented leadership behaviors. Turkish principals perceive their performance as realizing their expectations. Whether the Iowa principals perceive themselves as realizing their expectations for leadership behaviors we cannot empirically determine, but we suspect that if the data was collected, the degree of expectation-performance discrepancy would be low.

Ex-post factum explanations of investigation findings are subject to many liabilities, e.g., alternative explanations and ad-hoc theoretical activities. The present study did not set out to test a set of a priori hypotheses but to identify and explore the nature of expected and actual educational leadership behaviors in two cultural settings. We feel we have accomplished this objective and provided some insights and new questions for further research.

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APPENDIX

TABLE 11 --

ORDINAL CONSENSUS FOR ROLE EXPECTATIONS AND ROLE PERFORMANCE --

ITEM BY ITEM -- INSPECTORS, PRINCIPALS, AND TEACHERS -- TURKEY AND U.S.A. (IOWA)

Consideration

ITEM	TURKEY					U.S.A. (IOWA)	
	ROLE EXPECTATIONS			ROLE PERFORMANCE		ROLE PERFORMANCE	
	Inspectors	Principals	Teachers	Principals	Teachers	Principals	Teachers
1. Is friendly and approachable.	.679 (4.36)**	.711 (4.32)	.668 (4.31)	.767 (4.53)	.514 (3.65)	.780 (4.56)	.720 (4.45)
11. Puts suggestions made by the staff into operation.	.830 (3.30)	.743 (3.43)	.670 (3.56)	.747 (3.60)	.632 (3.06)	.800 (4.00)	.660 (3.72)
21. Treats all staff members as his equals.	.736 (4.47)	.737 (4.45)	.772 (4.54)	.757 (4.51)	.488 (3.50)	.725 (4.27)	.550 (3.80)
31. Gives advance notice of changes in policy and procedure.	.750 (4.50)	.711 (4.42)	.732 (4.46)	.737 (4.37)	.488 (3.36)	.810 (4.10)	.605 (3.82)
41. Refuses to explain his actions.*	.604 (4.21)	.546 (4.07)	.505 (3.98)	.671 (4.34)	.447 (3.35)	.755 (4.51)	.600 (4.08)
51. Acts without consulting the staff.*	.490 (3.66)	.572 (3.88)	.492 (3.85)	.678 (4.04)	.482 (3.19)	.680 (3.68)	.520 (3.44)
61. Does little things to make it pleasant to be a member of the staff.	.792 (4.58)	.743 (4.49)	.760 (4.52)	.730 (4.41)	.431 (3.15)	.725 (4.10)	.540 (3.89)
71. Consults the staff members on important matters before going ahead.	.676 (4.29)	.717 (4.43)	.700 (4.40)	.760 (4.40)	.488 (3.31)	.780 (4.30)	.650 (4.08)
81. Respects the staff members' professional judgment.	.846 (4.69)	.842 (4.68)	.834 (4.67)	.840 (4.68)	.571 (3.67)	.595 (4.07)	.560 (3.88)
91. Looks out for the personal welfare of the staff members.	.740 (4.48)	.664 (4.28)	.625 (4.20)	.717 (4.33)	.445 (3.08)	.750 (4.17)	.615 (4.09)
*Negatively scored, scale reversed. **Item mean.							
N =	53	76	1777	76	1777	98	800

TABLE 12 --

ORDINAL CONSENSUS FOR ROLE EXPECTATIONS AND ROLE PERFORMANCE --

ITEM BY ITEM -- INSPECTORS, PRINCIPALS, AND TEACHERS -- TURKEY AND U.S.A. (IOWA)

Initiating Structure

ITEM	TURKEY					U.S.A. (IOWA)	
	ROLE EXPECTATIONS			ROLE PERFORMANCE		ROLE PERFORMANCE	
	Inspectors	Principals	Teachers	Principals	Teachers	Principals	Teachers
2. Lets the staff members know what is expected of them.	.896 (4.78)**	.849 (4.70)	.650 (4.30)	.849 (4.68)	.567 (3.70)	.735 (3.90)	.600 (3.84)
12. Encourages the use of uniform procedures.	.877 (4.75)	.888 (4.78)	.810 (4.62)	.829 (4.66)	.641 (3.88)	.650 (3.42)	.525 (3.57)
22. Tries out his new ideas with the staff.	.717 (4.38)	.750 (4.28)	.665 (4.31)	.750 (4.32)	.499 (3.06)	.800 (3.81)	.625 (3.78)
32. Makes his attitude on a subject clear to the staff.	.764 (4.53)	.664 (4.33)	.736 (4.47)	.763 (4.53)	.539 (3.62)	.795 (3.83)	.640 (4.01)
42. Decides what shall be done and how it shall be done.	.613 (2.94)	.413 (2.88)	.505 (2.57)	.579 (2.66)	.524 (3.31)	.780 (3.02)	.575 (3.46)
52. Makes sure that his part in the school is understood by the staff.	.840 (4.68)	.803 (4.60)	.750 (4.50)	.579 (4.10)	.610 (3.64)	.685 (3.63)	.580 (3.75)
62. Schedules the work to be done with a clear idea as to when.	.651 (3.83)	.546 (3.64)	.581 (3.67)	.539 (3.08)	.563 (3.40)	.750 (3.72)	.605 (3.69)
72. Determines what tasks are to be performed and who is responsible for them.	.654 (3.73)	.599 (3.30)	.541 (3.29)	.533 (3.11)	.597 (3.49)	.660 (3.54)	.610 (3.74)
82. Works without a plan.*	.865 (4.54)	.961 (4.91)	.881 (4.76)	.939 (4.82)	.482 (3.96)	.800 (3.86)	.670 (3.98)
92. Asks that staff members follow standard rules and regulations.	.913 (4.79)	.908 (4.82)	.749 (4.50)	.862 (4.72)	.666 (4.05)	.690 (3.62)	.640 (3.98)
N =	53	76	1777	76	1777	98	300

*Negatively scored, scale reversed.
**Item mean.

TABLE 13 --

ORDINAL CONSENSUS FOR ROLE EXPECTATIONS AND ROLE PERFORMANCE --

ITEM BY ITEM -- INSPECTORS, PRINCIPALS, AND TEACHERS -- TURKEY AND U.S.A. (IOWA)
Tolerance of Uncertainty

ITEM	TURKEY					U.S.A. (IOWA)	
	ROLE EXPECTATIONS			ROLE PERFORMANCE		ROLE PERFORMANCE	
	Inspectors	Principals	Teachers	Principals	Teachers	Principals	Teacher
3. Waits patiently for the results of a decision.	.811 (4.62)**	.787 (4.57)	.720 (4.44)	.717 (4.43)	.522 (3.44)	.795 (3.80)	.69 (4.00
13. Becomes anxious when he cannot find out what is coming next.*	.358 (2.70)	.167 (3.05)	.418 (2.85)	.572 (3.28)	.506 (2.86)	.665 (3.10)	.51 (3.40
23. Accepts defeat in stride.	.783 (4.57)	.875 (4.75)	.845 (4.60)	.780 (4.56)	.595 (3.77)	.665 (3.37)	.57 (3.48
33. Accepts delays without becoming upset.	.698 (2.81)	.818 (2.88)	.653 (2.67)	.711 (2.92)	.588 (2.85)	.685 (3.37)	.61 (3.57
43. Becomes anxious when waiting for new developments.*	.368 (3.49)	.487 (3.72)	.493 (3.73)	.658 (3.82)	.539 (3.11)	.745 (3.05)	.60 (3.27
53. Is able to tolerate postponement and uncertainty.	.575 (2.53)	.737 (2.92)	.631 (2.72)	.743 (2.85)	.610 (3.78)	.720 (3.36)	.60 (3.50
63. Can wait just so long, then blows up.*	.548 (3.67)	.600 (3.87)	.497 (3.68)	.599 (3.72)	.492 (2.94)	.675 (4.18)	.60 (4.21
73. Remains calm when uncertain about coming events.	.706 (4.37)	.757 (4.33)	.653 (4.18)	.743 (4.09)	.502 (3.29)	.725 (3.76)	.64 (3.81
83. Is able to delay action until the proper time occurs.	.673 (3.00)	.612 (2.91)	.596 (2.75)	.653 (3.00)	.638 (3.03)	.785 (3.67)	.72 (3.82)
93. Worries about the outcome of any new procedure.*	.471 (3.02)	.526 (3.68)	.547 (3.60)	.849 (3.82)	.562 (3.30)	.655 (3.33)	.485 (3.47)
N =	53	76	1777	76	1777	98	800

*Negatively scored, scale reversed.
**Item mean.

TABLE 14 --

ORDINAL CONSENSUS FOR ROLE EXPECTATIONS AND ROLE PERFORMANCE --

ITEM BY ITEM -- INSPECTORS, PRINCIPALS, AND TEACHERS -- TURKEY AND U.S.A. (IOWA)

Tolerance of Freedom

ITEM	TURKEY					U.S.A. (IOWA)	
	ROLE EXPECTATIONS			ROLE PERFORMANCE		ROLE PERFORMANCE	
	Inspectors	Principals	Teachers	Principals	Teachers	Principals	Teachers
4. Allows the staff members freedom in their work.	.642 (3.70)**	.750 (3.79)	.663 (4.02)	.789 (4.03)	.591 (3.64)	.750 (4.07)	.56 (4.13
14. Permits the staff members to use their own judgment in solving problems.	.660 (4.11)	.783 (4.22)	.674 (4.25)	.763 (4.13)	.558 (3.46)	.825 (4.13)	.68 (4.17
24. Encourages initiative in the staff members.	.830 (4.66)	.880 (4.76)	.834 (4.68)	.862 (4.72)	.483 (3.48)	.770 (4.54)	.63 (4.28
34. Lets the staff members do their work the way they think best.	.696 (3.41)	.704 (3.57)	.704 (3.79)	.730 (3.70)	.566 (3.37)	.800 (3.92)	.67 (4.16
44. Assigns a task, then lets the staff members handle it.	.679 (4.00)	.733 (4.15)	.692 (4.20)	.711 (4.10)	.634 (3.60)	.635 (3.47)	.66((3.85
54. Turns the staff members loose on a job, and lets them go to it.	.632 (2.68)	.493 (2.51)	.402 (2.60)	.599 (3.43)	.578 (2.72)	.660 (3.54)	.59 (3.56
64. Is reluctant to allow the staff members any freedom of action.*	.670 (3.24)	.579 (3.71)	.490 (3.66)	.664 (3.91)	.475 (3.30)	.815 (4.63)	.62((4.24
74. Allows the staff members a high degree of initiative.	.750 (4.11)	.730 (4.28)	.701 (4.35)	.789 (4.26)	.472 (3.27)	.770 (4.38)	.655 (4.16
84. Trusts the staff members to exercise good judgment.	.808 (3.85)	.776 (3.76)	.768 (3.94)	.787 (3.87)	.553 (3.24)	.785 (4.41)	.685 (4.38
94. Permits the staff members to set their own pace.	.702 (3.06)	.612 (2.78)	.637 (3.56)	.632 (2.97)	.560 (3.32)	.705 (3.31)	.600 (3.48
N =	53	76	1777	76	1777	98	800

*Negatively scored, scale reversed.
**Item mean.

TABLE 15 --

ORDINAL CONSENSUS FOR ROLE EXPECTATIONS AND ROLE PERFORMANCE --

ITEM BY ITEM -- INSPECTORS, PRINCIPALS, AND TEACHERS -- TURKEY AND U.S.A. (IOWA)

Role Assumption

ITEM	TURKEY					U.S.A. (IOWA)	
	ROLE EXPECTATIONS			ROLE PERFORMANCE		ROLE PERFORMANCE	
	Inspectors	Principals	Teachers	Principals	Teachers	Principals	Teacher
5. Is hesitant about taking initiative in the staff.*	.736 (4.45)**	.625 (4.25)	.687 (4.37)	.620 (4.24)	.397 (3.37)	.780 (3.91)	.53 (3.79
15. Does not fail to take necessary action.	.792 (4.58)	.704 (4.41)	.648 (4.30)	.711 (4.13)	.583 (3.64)	.670 (3.89)	.52 (3.90
25. Lets other persons take away his leadership in the staff.*	.340 (3.55)	.293 (3.16)	.312 (3.30)	.459 (3.78)	.522 (4.04)	.640 (3.96)	.57 (4.15
35. Lets some members take advantage of him*	.311 (3.15)	.167 (3.03)	.190 (3.22)	.750 (4.50)	.499 (4.00)	.620 (3.78)	.53 (3.86
45. Is the leader of the staff in name only*	.480 (3.92)	.342 (3.68)	.253 (3.23)	.452 (3.90)	.316 (3.09)	.635 (4.10)	.55 (4.12
55. Backs down when he ought to stand firm*	.858 (4.68)	.842 (4.67)	.752 (4.51)	.822 (4.64)	.452 (3.69)	.675 (4.00)	.53 (3.99
65. Lets some members have authority that he should keep.*	.388 (3.49)	.322 (3.14)	.270 (3.18)	.599 (4.14)	.491 (3.82)	.695 (4.10)	.575 (4.13)
75. Takes full charge when emergencies arise.	.755 (4.51)	.691 (4.38)	.651 (4.10)	.711 (4.41)	.436 (3.17)	.765 (4.25)	.655 (4.23)
85. Overcomes attempts made to challenge his leadership.	.644 (1.85)	.532 (3.61)	.485 (3.47)	.607 (3.56)	.476 (3.26)	.665 (2.91)	.545 (3.45)
95. Is easily recognized as the leader of the staff.	.779 (4.56)	.662 (4.30)	.635 (4.16)	.757 (4.08)	.454 (3.41)	.700 (3.71)	.625 (4.21)
N =	53	76	1777	76	1777	98	800

*Negatively scored, scale reversed.
**Item mean.

TABLE 16 --

ORDINAL CONSENSUS FOR ROLE EXPECTATIONS AND ROLE PERFORMANCE --

ITEM BY ITEM -- INSPECTORS, PRINCIPALS, AND TEACHERS -- TURKEY AND U.S.A. (IOWA)

Superior Orientation

ITEM	TURKEY					U.S.A. (IOWA)	
	ROLE EXPECTATIONS			ROLE PERFORMANCE		ROLE PERFORMANCE	
	Inspectors	Principals	Teachers	Principals	Teachers	Principals	Teacher
7. Gets along well with the people above him.	.970 (4.94)**	.905 (4.81)	.791 (4.58)	.855 (4.71)	.682 (4.36)	.720 (4.44)	.70 (4.36
17. Keeps staff members in good standing with higher authority.	.585 (3.77)	.691 (4.05)	.601 (4.14)	.707 (4.13)	.472 (3.35)	.820 (4.19)	.69 (4.24
27. He is working hard for a promotion.	.971 (4.94)	.862 (4.70)	.836 (4.67)	.809 (4.62)	.579 (3.98)	.570 (1.88)	.38 (2.45
37. His superiors act favorable on most of his suggestions.	.756 (3.96)	.796 (4.30)	.703 (4.04)	.789 (4.18)	.581 (3.48)	.735 (3.71)	.69 (3.76
47. Enjoys the privileges of his position.	.292 (3.41)	.773 (4.55)	.643 (4.29)	.514 (4.03)	.536 (3.81)	.645 (3.43)	.56 (3.56
57. Gets his superiors to act for the welfare of the staff.	.708 (4.41)	.711 (4.33)	.745 (4.49)	.743 (4.01)	.487 (3.33)	.710 (3.46)	.61 (3.61
67. His word carries weight with his superiors.	.731 (4.46)	.724 (4.45)	.693 (4.38)	.842 (4.16)	.576 (3.52)	.695 (3.47)	.69 (3.84
77. Gets what he asks for from his superiors.	.740 (4.13)	.820 (4.15)	.746 (4.19)	.822 (3.96)	.468 (3.38)	.720 (3.62)	.70 (3.64)
87. Is working his way to the top.	.784 (4.55)	.678 (4.35)	.651 (4.30)	.647 (4.29)	.575 (3.99)	.595 (2.12)	.485 (2.81)
97. Maintains cordial relations with superiors.	.885 (4.77)	.809 (4.62)	.685 (4.37)	.776 (4.55)	.662 (4.00)	.775 (4.33)	.695 (4.30)
N =	53	76	1777	76	1777	98	800

*Negatively scored, scale reversed.
**Item mean.